

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

Student: CHRISTIAN ALEXIS ID: 216335977
Address: 7216 LANARK RD Birthdate: 08/09/1991 Sex: Male
BALTIMORE MD 21212 Primary Language: English
Phone: (410)296-7216 Ethnic: White - not Hispanic origin
School: Rodgers Forge Elementary
Grade: 05 Disability: 09 - Specific learning disabilities
Parent: MR. BILL ALEXIS Parent: Mrs. Nancy Britos
Address: 7216 LANARK RD Address: 11 Southfield Place
BALTIMORE MD 21212 Baltimore, MD 21212
Phone: (410)296-7216 Phone: 410-435-7006
Primary Language: English Primary Language: English

IEP TEAM AND IEP APPROVAL

The IEP team met on 05/09/2002 to review/develop the IEP and to recommend placement.

Signature

Signature

Mr. Bill Alexis, Parent

Sara Brower, Assistant Principal

Lori Cardamone, Psychologist

Holly Neal, Teacher, Lab School

Mrs. Nancy Britos, Parent

Marcy Abelson, Don Barton Middle School

Susan Deise, Principal

Kathy Dolan, Audiologist

Jack Manion, General education teacher

Pat Nuckels, Speech, language pathologist

Elizabeth Reighart, Spec. Ed. Classrm or Resource Teacher

Janet Woods, Guidance counselor

Joyce Reier, Coordinator

The IEP was approved on 5/30/02. The projected duration of the IEP is one year.

The IEP team has rejected the option of general/regular education without special education services because the student is eligible for special education and related services, and the student's needs indicate that this option is insufficient to implement the goals and objectives.

Most Recent 3-Year Evaluation Date: 12/09/1999 Projected 3-Year Evaluation Date: 12/09/2002

Projected Exit Date: 05/30/2009 Projected Exit Category: 1 - Exit with MD H.S. Diploma

PARENT PARTICIPATION IN DEVELOPMENT OF DRAFT GOALS

Date	Method
<u>05/05/2002</u>	<u>Draft Goals Sent Home</u>
<u>05/09/2002</u>	<u>Draft Review with IEP Team</u>

Printed 05/09/2002, 9:41 PM

IEP will become valid
upon Christian's enrollment
in a Baltimore County Public
School. Parent Initials: MB

EXHIBIT

5

CURRENT LEVELS OF EDUCATIONAL PERFORMANCE

Reading

Test: Wechsler Individual Ach. Test (WIAT) Subtest: Reading Composite

Date: 4/11/02

Standard Score: 92 Grade Equivalent:

Other Results: N/A

Test: WIAT Subtest: Basic Reading

Date: 4/11/02

Standard Score: 90 Grade Equivalent:

Other Results: N/A

Test: WIAT Subtest: Reading Comprehension

Date: 4/11/02

Standard Score: 98 Grade Equivalent:

Other Results: N/A

Needs

attention to visual detail, decoding,
increased fluency

Math

Test: Wechsler Individual Ach. Test Subtest: Mathematics Composite

Date: 4/11/02

Standard Score: 100 Grade Equivalent:

Other Results: N/A

Test: WIAT Subtest: Numerical Operations

Date: 4/11/02

Standard Score: 96 Grade Equivalent:

Other Results: N/A

Test: WIAT Subtest: Math Reasoning

Date: 4/11/02

Standard Score: 105 Grade Equivalent:

Other Results: N/A

Strengths

math problem solving

Writing

Test: Wechsler individual Ach. Test (WIAT) Subtest: Writing Composite

Date: 4/11/02

Standard Score: 95 Grade Equivalent:

Other Results: N/A

CURRENT LEVELS OF EDUCATIONAL PERFORMANCE

Test: WIAT Subtest: Spelling
Date: 4/11/02
Standard Score: 95 Grade Equivalent: _____
Other Results: N/A

Test: WIAT Subtest: Written Expression
Date: 4/11/02
Standard Score: 100 Grade Equivalent: _____
Other Results: N/A

**Cognitive/Intellectual
Needs**

Oral Language

Test: Wechsler Individual Ach. Test Subtest: Listening Comprehension
Date: 4/11/02
Standard Score: 104 Grade Equivalent: _____
Other Results: N/A

Strengths

7/01-E. Lawrence, SLP:
pragmatic language

Needs

7/01-E. Lawrence, SLP:
receptive-expressive grammar/syntax,
word retrieval/verbal formulation,
language processing; phonological awareness

PARTICIPATION IN GENERAL EDUCATION CURRICULUM

☒ The student will participate in the General Education Curriculum in all areas. ☒ With _____ Without modifications

_____ The student will participate in the General Education Curriculum in all areas
except: _____ ☐ With _____ Without modifications

_____ The student will participate in the Special Education Curriculum in all areas.

Reason why general education curriculum is considered inappropriate:

_____ Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative
outcomes.

_____ Other: _____

ANNUAL GOAL # 1

Utilizing a highly-structured, multisensory approach, Christian will improve the reading and spelling of single and multi-syllable words by one instructional level from baseline.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will review the decoding and encoding of words with schwa syllables, soft c and g, and r-controlled vowels.

Evaluation: Homewk, classwk, activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

- Christian will decode and encode words ending in consonant + le and -dge.

Evaluation: Homewk, classwk, activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

- Christian will decode and encode words with diphthongs (oi, oy, ow, ou, au, aw, ew, eu, ui) and irregular vowel sound combinations (oo, ou, ough, igh).

Evaluation: Homewk, classwk, activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

- When orally reading material at his instructional level, Christian will be able to recognize and self-correct errors which distort the meaning of the passage.

Evaluation: classroom performance Criteria: 80 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 2

Given word lists devised from curriculum and texts at his instructional level, Christian will apply structural analysis skills in order to identify multi-syllable words with 90% accuracy and word meanings with 80% accuracy.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will identify fifteen suffixes and their meanings in isolation and in word context.

Evaluation: Homewk, classwk, activities, Criteria: 90% ident., 80% comp.
Schedule: Quarterly Date Objective Met:

- Christian will identify fifteen prefixes and their meanings in isolation and in word context.

Evaluation: Homewk, classwk, activities, Criteria: 90% ident., 80% comp.
Schedule: Quarterly Date Objective Met:

- Christian will correctly apply syllabication rules to compound words, double consonants, and open and closed syllables as well as prefixes and suffixes.

Evaluation: Homewk, classwk, activities, Criteria: 90% ident., 80% comp.
Schedule: Quarterly Date Objective Met:

- Christian will correctly identify and spell compressed and expanded forms of words that form contractions.

Evaluation: Homewk, classwk, activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 3

Christian will increase fluency while reading phonetically-controlled texts at his instructional level with 90% accuracy.

SHORT-TERM OBJECTIVES/BENCHMARKS

- After reading words in isolation, Christian will read and write the words in a sentence context.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

- After reading words in isolation, Christian will read paragraph selections that have reading words embedded.

Evaluation: Homewk,classwk,activities, Criteria: 90 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 4

Christian will use reading strategies and accommodations in order to increase comprehension and recall of written material in all content areas.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will use reading rulers, highlighters, and editorial features of books (such as bold words, outlining, graphics, etc.) to assist in pre-reading, reading, and post-reading activities.

Evaluation: classroom performance Criteria: 80 percent
Schedule: Quarterly Date Objective Met:

- Christian will use graphic organizers (i.e. story maps, character trait webs, sequence chains, cause and effect charts, vocabulary lists) to record information before, during, and after reading.

Evaluation: classroom performance Criteria: 80 percent
Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 5

Christian will continue to develop receptive language skills to enhance his performance in the classroom setting.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Using curriculum-related vocabulary, Christian will locate root words, prefixes, and suffixes to support syllable identification and repeated pronunciation to assist with recognition, recall, and comprehension in context as indicated by periodic probes.

Evaluation: SLP, teacher observation, s Criteria: 80 percent

Schedule: Quarterly Date Objective Met:

- Given multi-step oral directions in therapy and classroom settings, Christian will routinely sub-vocalize the direction, determine if it 'makes sense' and ask for clarification when it is unclear.

Evaluation: SLP, teacher observation, s Criteria: 80 percent

Schedule: Quarterly Date Objective Met:

- Christian will continue to develop and apply phonological awareness strategies when he listens, speaks, and reads aloud in structured tasks as indicated by periodic probes.

Evaluation: SLP, teacher observation, s Criteria: 70 percent

Schedule: Quarterly Date Objective Met:

ANNUAL GOAL # 6

Christian will continue to improve his oral formulation and expressive language skills to enhance his performance in the classroom.

SHORT-TERM OBJECTIVES/BENCHMARKS

- Christian will utilize adult prompted and self-initiated phonemic cueing, category/synonym substitution, and circumvention techniques to support word retrieval in conversation, storytelling, etc.

Evaluation: SLP, teacher observation, s Criteria: 70 percent

Schedule: Quarterly Date Objective Met:

- Given specific prompts to describe, explain, and/or persuade, Christian will incorporate precise word choice, correct syntactic structure, and expanded sentences in oral formulation.

Evaluation: SLP, teacher observation, s Criteria: 70 percent

Schedule: Quarterly Date Objective Met:

ASSESSMENT ACCOMMODATIONS

Maryland Functional Testing Program (MFTP)

- ☒ Accommodations Needed ☐ No Accommodations Needed ☐ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

Scheduling Accommodations

- Extra response and processing time.

Setting Accommodations

- General education classroom, with special seating (front of room, carrel, etc).

Equipment Accommodations

- Use of electronic devices (mechanical speller) word processor, computer, augmented communication device, etc.)

Presentation Accommodations

- Verbatim reading of selected sections of test or vocabulary.

Response Accommodations – None

CTBS/5 (or current norm-referenced assessment)

- ☒ Accommodations Needed ☐ No Accommodations Needed ☐ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

Scheduling Accommodations

- Extra response and processing time.

Setting Accommodations

- General education classroom, with special seating (front of room, carrel, etc).

Equipment Accommodations – None

Presentation Accommodations

- Verbatim reading of selected sections of test or vocabulary.

Response Accommodations – None

Maryland School Performance Assessment Program (MSPAP)

- ☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

High School Assessments (HSA)

- ☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A
☐ Exempt (Maryland Learning Outcomes are not this student's identified instructional outcomes. This IEP addresses alternative outcomes.)
☐ Excused (Testing would be severely harmful to student due to recent traumatic experience or demonstrated past performance in testing situation.)

PSAT/SAT/ACT

- ☐ Accommodations Needed ☐ No Accommodations Needed ☒ N/A

SUPPLEMENTARY AIDS AND SERVICES NEEDED

- | | | | |
|---|--|--|--|
| <input type="checkbox"/> Use of Calculator | <input type="checkbox"/> Tape Recorder | <input type="checkbox"/> Assistive Technology | <input type="checkbox"/> Behavior Management |
| <input type="checkbox"/> Notetaker | <input checked="" type="checkbox"/> Testing Modification | <input type="checkbox"/> Sign Language Interpreter | <input type="checkbox"/> Positive Behavior Interventions |
| <input checked="" type="checkbox"/> Homework Modification | <input type="checkbox"/> Instruction in Braille | <input type="checkbox"/> Lifting/Transfer | <input type="checkbox"/> Behavior Modification |
| <input type="checkbox"/> Crisis Intervention | <input type="checkbox"/> Adapted Physical Education | <input type="checkbox"/> Toileting | |
| <input checked="" type="checkbox"/> Classroom Modification: | | | |

partner for reading, vocabulary lists, sequence charts, story maps, use of decoding and other reading strategies, graphic organizers, repetition/rephrasing and chunking of directions, extended time for processing, modified tests and quizzes, skeleton copy for notetaking, back-up copy of notes as needed, preferential seating near instruction but away from noise sources, multisensory reading instruction, mechanical speller, informal assessment in September to establish baseline performance on IEP reading objectives, *extra set of books for home, cueing for visual details, highlighting,*

AB WJL
initials

☐ Feeding Accommodation:

☐ Specialized Therapy Equipment:

☒ Support for School Personnel:

Training - consultation with audiologist before 1st week of school for classroom teachers, speech/lang. pathologist, and special ed. case manager

☒ Other:

alternate choice questions; combined visual-verbal presentation; phonemic and associative cues; meaningful context

☒ This student's communication needs were reviewed and discussed as part of determining specific needs.

☒ This student's assistive technology needs were reviewed and discussed as part of determining specific needs.

NONACADEMIC AND EXTRACURRICULAR SERVICES/ACTIVITIES WITH NON-DISABLED PEERS

	Can the student participate?	If yes, what supports are required? If no, specify the reason.
Meals	<u>Yes</u>	No supports are required.
Recess/Breaks	<u>Yes</u>	No supports are required.
General Activities (library, assemblies, etc.)	<u>Yes</u>	No supports are required.
Counseling (guidance, vocational, etc.)	<u>Yes</u>	No supports are required.
School Organization (home room, clubs, etc.)	<u>Yes</u>	No supports are required.
Athletics	<u>Yes</u>	No supports are required.
Recreational Activities (field trips, etc.)	<u>Yes</u>	No supports are required.
Employment	<u> </u>	<u> </u>
Community Activities	<u> </u>	<u> </u>
Other	<u> </u>	<u> </u>

REGULAR EDUCATION CLASSROOM PARTICIPATION

Subject	Grade Placement	Subject	Grade Placement
<input checked="" type="checkbox"/> English/Language Arts	<u>6</u>	<input type="checkbox"/> Technology Education	<u> </u>
<input checked="" type="checkbox"/> Math	<u>6</u>	<input checked="" type="checkbox"/> Physical Education	<u>6</u>
<input checked="" type="checkbox"/> Social Studies	<u>6</u>	<input checked="" type="checkbox"/> Art	<u>6</u>
<input checked="" type="checkbox"/> Science	<u>6</u>	<input checked="" type="checkbox"/> Music	<u>6</u>
<input type="checkbox"/> Family Studies	<u> </u>	<input type="checkbox"/> Other	<u> </u>
<input type="checkbox"/> Vocational Education	<u> </u>		

Total hours per week in regular education: 30

SPECIAL EDUCATION AND RELATED SERVICES

Note: Revised as of 5/10/02 w/parent signature.

Nature of Service	Direct Hours	Indirect Hours	8 0	9 0	Environment	I/G	Start Date	End Date	W k s	Provider	E Y S
Classroom instruction	7.0	2.0			Both general and special	I, G	08/26/2002	05/09/2003	32	Special educator	No
Speech, language	1.5	0.5			Both general and special	I, G	08/26/2002	05/09/2003	32	Speech/language pathologist	No
Audiological services				X	Both general and special	I, G	08/26/2002	05/09/2003	32	Kathy Dolan	

Total Direct Hours: 8.5

Total Indirect Hours: 2.5

Note: Totals do not include transportation, vocational evaluation, functional behavioral assessment.

SERVICE DELIVERY MODEL

- ☐ Consultation with regular educator.
- ☐ Special education and/or related service to be delivered in regular classroom.
- ☒ Special education class for less than 21% of school day for reading instruction
- ☐ Special education class for 21% to 60% of school day.
- ☐ Special education class in regular school for more than 60% of school day.
- ☐ Special education class, part day, or separate day school for disabled, part day.
- ☐ Public, separate day school for disabled. ☐ Private, separate day school for disabled.
- ☐ Residential. ☐ Other: _____

Factors impeding IEP implementation in a general ed setting:

Christian requires a highly structured multi-sensory approach for reading instruction.

EXTENDED YEAR SERVICES (EYS)

☒ The need for EYS was considered as part of the IEP Team review.

☐ The student is eligible for EYS. ☒ The student is not eligible for EYS. *He is not currently enrolled.*

If eligible, rationale: ☐ Regression/recoupment ☐ Critical point of instruction ☐ Interfering behavior

AB M.A.
parent initials

PLACEMENT DETERMINATION

Will the student be attending his/her neighborhood school or magnet? ☒ Yes ☐ No

If not, is the placement as close to the student's home as possible? ☐ Yes ☐ No

Are there any harmful effects of the placement on the student or on the quality of services the student needs? ☐ Yes ☒ No

If yes, what are the effects?

STATEMENTS OF PARENT AGREEMENT

☒ I have a "Procedural Safeguards-Parental Rights" booklet, and my rights have been explained to me and my questions answered.

☒ If my child is in third grade or above, or is nine years old or older, the requirements for a Maryland high school diploma have been explained to me along with my child's progress in meeting those requirements.

☒ The IEP Team discussed with me my child's eligibility for extended year services.

Is the child eligible for Medicaid? ☐ Yes ☒ No

If eligible for Medicaid:

☐ I give permission for my child to receive case management services.

☐ I give permission to the IEP team to appoint a case manager for my child.

☐ I agree to have a claim submitted to my private insurance for Medicaid eligible children and have it rejected.

☐ If my child rides a bus to and from school, I give permission to have claims submitted to Medicaid for transportation services.

Donna Butler Williams, Alexis
Parent/Guardian Signature

6/30/02
Date

AB M.A.